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ABSTRACT

The Chapter 1 reading, writing, and mathematics instruction programs of the Des Moines (Iowa) public schools were evaluated for the 1993-94 school year. These programs provided supplemental instruction for about 2,968 students in 1993-94 through six components: (1) schoolwide projects; (2) the Reading Recovery Program; (3) the Reading/Writing Lab and Instruction Program; (4) the Mathematics Lab and Instruction Program; (5) a teacher in-service component; and (6) a parent involvement component. Lab and instructional programs are implemented through a site-based, shared decision-making process. Test information indicates that 73% of reading students in grades 2 through 5 made 1 year or more of growth by the end of the year. The same impact was apparent in mathematics, where the average percentile gain shown by 785 students was 4%. Students in Chapter programs also showed an increase in positive attitudes, and parents generally evaluated the programs positively. Ninety-one percent of the Reading Recovery students were discontinued, meaning they were reading at grade level. Plans for the future of these programs acknowledge budget limitations and reauthorization changes, but planners agree that reading and writing programs are the first priority. Eight graphs and 25 tables present evaluation findings. Four appendixes provide supplemental information. (SLD)

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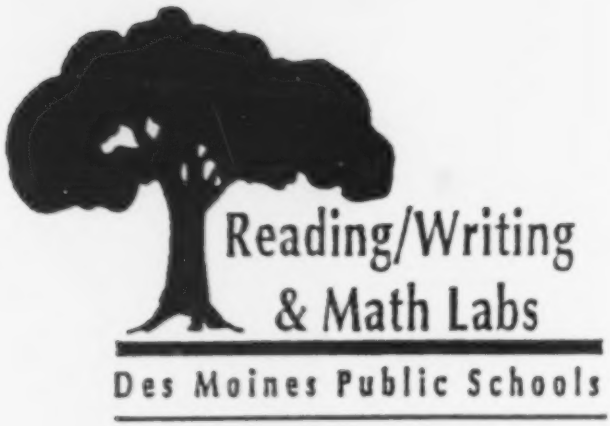
CIPP Planning/Evaluation Report

Reading/Writing and Mathematics Instruction

ED 382 671



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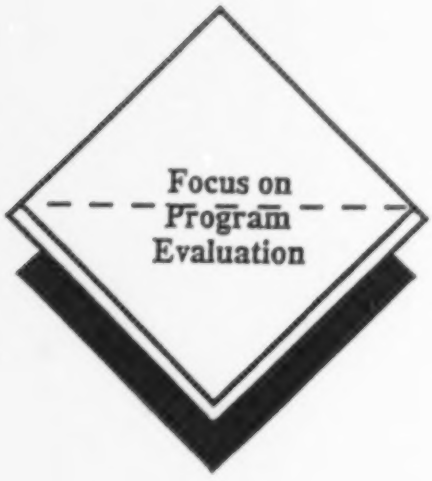

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Des Moines Independent Community Schools
1800 Grand Avenue
Des Moines, Iowa 50309

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Chapter One Reading/Writing and Mathematics Instruction Evaluation Abstract

CONTEXT EVALUATION

The Chapter programs 1993-94 provided a supplemental instructional program for about 2968 students having difficulty in reading/writing and/or mathematics. The Chapter programs consist of six components: Schoolwide Projects, the Reading Recovery Program, the Reading/Writing Lab and Instruction Program, the Mathematics Lab and Instruction Program, an in-service component, and a parent involvement component. Students were selected according to their needs. Diagnostic instruments were used to develop Individual Educational Plans and the instructional program. Students received additional instruction in their classrooms or in small groups. The use of manipulatives, the whole language approach through literature and writing, the involvement of students in higher order thinking, and the utilization of their strengths promote academic success for the students.

INPUT EVALUATION

The Chapter 1 and 2 programs were funded during 1993-94 for $4,189,603 from; Chapter 1 and 2 funds, Instructional Support Levy and general funds. This amount funded the Chapter 1 and 2 schools and a 6th grade program at five middle schools. The program did not include the Kindergarten Enrichment Program or Chapter 1 and 2 Summer School. Reading Recovery was fully implemented at the Chapter 1 schools, but limited resources prevented its implementation in the Chapter 2 schools. The programs maintained the same expenditures with an increase for salaries for the 1994-95 school year. An additional teacher was chosen to attend Ohio State University for Reading Recovery training. Another teacher was selected to receive Literacy Links training at Ohio State for implementation 1995-96. A collaborative Early Childhood demonstration site is being piloted during the 1994-95 school year. A mobile classroom was approved and purchased for non-public Chapter 1 schools with additional non-public funds. The unit will be used during the 1994-95 school year between Des Moines Christian School and Holy Trinity.

The Supervisor of the Chapter programs reported to the Executive Director of Elementary Schools and coordinated with the Executive Director of Middle and High Schools. She supervised the following staff who were officed at 1800 Grand: .8 facilitator, .8 evaluator, 1.0 bookkeeper, data analyst (paid hourly), and 2.0 secretaries. The supervisor provided guidance to 86 teachers located throughout the district. The total cost for human resources was $3,777,582. In-service was provided for the teachers for $38,136.

PROCESS EVALUATION

Lab and instructional programs are implemented through a site based, shared decision making process. Teachers, principals, support staff, and parents participated in proposal writing to make recommendations that allow increased flexibility to use various instructional models, material, and staff to meet individual building needs.

Opportunities for in-service in the areas of teaching strategies were provided to the Chapter teachers and classroom teachers of students in the areas of reading, language arts, and mathematics. Topics for the Chapter in-service are determined by committees of teachers, principals, supervisors, and Chapter 1 facilitator.

PRODUCT EVALUATION

The Chapter programs annually evaluate student growth in reading/writing and mathematics. According to the Silver Burdett Ginn test information, 73 percent of the reading students in grades 2-5 made 1 year or more growth by the end of a year of service.

The results of the pre/post tests of the Des Moines Mathematics Objective Based tests for math students grade 2-5 indicated the same impact. The average percentile gain shown by 785 students was 4 percent. This gain shows more than 1 year of growth by the end of 1 year of service.

Students' attitudes were evaluated by attitude surveys at grade 3-5. The Chapter programs showed an increase in more positive attitude at each of these grade levels, in both reading/writing and math.

Ninety one percent of the Reading Recovery students were discontinued (meaning they were reading independently on grade level with self-correcting) during the first grade year. According to the longitudinal information, 81 percent of the students who discontinued during the 1991-92 school year are continuing to read on or above grade level and 97 percent of the students who were discontinued during the 1992-93 school year are continuing to read on grade level. Of the total discontinued students since 1991-92, 93 percent are still on grade level in 1993-94.

Lab teachers, classroom teachers, and special education teachers evaluated each of the 21 different in-service sessions provided by the Chapter programs. Out of a total of 318 responses, the average rating was 4.5 on a 5 point scale with 5 representing excellence.

Thirty-eight parent questionnaires responses were received from the representatives of parents of elementary Chapter students. This was a 33 percent return rate. Parents were asked questions regarding student placement, student progress, and if the lab classes were helpful for their child. On a scale of 1-5, strongly disagree (1) to strongly agree (5), the average was a positive 4.3.

CURRENT STATUS AND FUTURE PLANS

The future plans for the Chapter 1 and 2 are effected by budget limitations and reauthorization changes in the Federal legislation. The Chapter programs came to a consensus at their compressed planning sessions to emphasize prevention and early intervention.

The Chapter Program through the selection procedures are assuring priority of early intervention rather than remedial assistance in grades 4-5. Both reading/writing and math are considered essential, but it was agreed that reading/writing be the first priority.

- A kindergarten in class reading program was implemented in the fall of 1994.
- Materials and staff development for kindergarten, 1st, and 2nd grade classroom teachers and lab teachers on the strategies of Reading Recovery are being provided during the 1994-95 school year.
- Literacy Links implementation began with the training of one teacher at Ohio State in September of 1994.
- Late Intervention (3rd grade one to one program) is being piloted in 1994-95 to determine the impact this type of program will have with third grade students.
- Accelerated Reading (6th grade one to four program) is being piloted to determine the impact this type of program will have with 6th grade students.
- An Even Start application will be submitted in March 1995 for funding a program in 1995-1996.
- Alternative assessments will be reviewed, developed, and piloted within the guidelines of the new regulations.
- Reading Recovery will be continued and expanded to Chapter 2 schools if possible, as a prevention model.

A copy of the complete report is available upon request from the Department of Information Management, Des Moines Independent Community School District, 1800 Grand Avenue, Des Moines, Iowa 50309-3399. Telephone: 515/242-7839. All evaluation reports are submitted to the Educational Resources Information Center (ERIC) and Educational Research Service (ERS).

CHAPTER READING/WRITING AND MATH LAB PROGRAMS (GRADES 1-6)

DR. DON BRUBAKER
EXECUTIVE DIRECTOR, ELEMENTARY AND EARLY CHILDHOOD PROGRAMS

DR. BARBARA PRIOR
EXECUTIVE DIRECTOR, MIDDLE AND HIGH SCHOOL

SHARON J. CASTELDA
SUPERVISOR

JUDY M. WATTS
FACILITATOR/EVALUATOR

TOM LUTZ
EVALUATOR/FACILITATOR

CHRISTINE THOMPSON
DATA ANALYST

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
Des Moines, Iowa 50309-3399

November 21, 1994

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DISTRICT MISSION STATEMENT

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DES MOINES, IOWA

"THE DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT WILL PROVIDE A QUALITY EDUCATIONAL PROGRAM TO A DIVERSE COMMUNITY OF STUDENTS WHERE ALL ARE EXPECTED TO LEARN."

Chapter Programs Mission Statement

The Chapter Programs, grades 1-6, provide instructional programs in reading, writing, and mathematics to meet the needs of a selected population of students to improve their academic achievement and self esteem.

Chapter Programs Philosophy

All students can learn and attain higher order level thinking skills, but learn in different ways, and bring different experiences to the learning environment. Diagnosis of individual strengths and weaknesses will provide information for instruction. Developing a positive self perception, recognizing the value of diversity, and developing the social skills necessary for effective cooperation are essential components in the instructional program.

Reading/ Writing Philosophy

Reading and writing are integrated processes based on language development. Students will be given opportunities to participate in an integrated language process involving reading, listening, writing, and speaking. These language processes are active and are to be whole, functional, and meaningful. Skills shall be enhanced in the context of their uses. Higher order thinking skills will be developed within these processes. Students learn to write in two ways: (1) by writing and (2) by reading good writing.

Mathematics Philosophy

Mathematics is of the utmost importance to the education of all children, not only for its utilitarian values, but also for its use in teaching logical thinking and problem solving.

Computational facility is important, but math basic skills go beyond computation to include logical thinking and problem solving in the following areas: estimation, geometry, measurement, probability, graphing, proportion, and percent.

Achievement in mathematics is improved when: models are used, teacher expectations are high, teaching techniques help students to understand concepts, understanding precedes drill, instruction is planned to meet students' needs, instruction is based on sequential learning objectives, and parent involvement/interest are high. Teaching objectives for mathematics will focus on problem solving and competency in computation.

CONTEXT EVALUATION

History

During the 1966-67 school year, the Des Moines Independent Community School District initiated Title I activities under the "Elementary and Secondary Education Act" (ESEA). This act provided for financial assistance to local education agencies so they could expand and improve their school programs to meet the special needs of educationally disadvantaged children. At that time, the most pressing needs appeared to be in the areas of building good attitudes toward school, stimulating motivation toward learning and developing language arts and communication skills. A program designed to meet those needs was submitted and approved by the State Department of Public Instruction (now the Department of Education) in 1966. In schools identified as eligible to receive Title I services, students with special needs were provided supplemental reading instruction in either language arts classrooms or Title I Reading Labs. As the Iowa Tests of Basic Skills showed low mathematics scores for a significant number of students in Title I schools, the reading project model was followed in planning a comparable mathematics program. The Title I Mathematics program began during the 1972-73 school year.

During 1981, Congress enacted the "Education Consolidation and Improvement Act" (ECIA). This act provided financial assistance to state and local educational agencies to meet the needs of educationally disadvantaged children on the basis of entitlements calculated under the Title I, ESEA. The program developed under this act is known as Chapter 1, ECIA. The reading and math supplemental programs continued in the eligible schools. Both the Chapter 1 Reading and Mathematics Programs that were models upon which the Des Moines Plan was based have received recognition at a national level in recent years. In 1981 and again in 1985, the Des Moines Title I Elementary Reading Program and Elementary Mathematics Program were recognized as exemplary projects.

In July of 1985, The National Diffusion Network (NDN) awarded the Des Moines Chapter 1 Mathematics Program a grant for the purpose of disseminating program elements to schools in other parts of the nation. This local dissemination project, Success Understanding Mathematics, (SUM), has received five renewals of its NDN grant. To date, SUM has been adopted for use by over 2500 schools in 42 states.

In the fall of 1986, the Board of Directors of the Des Moines Independent Community School District approved the Des Moines Plan For Student Success, a comprehensive K-12 program for all schools to improve and strengthen reading, writing, and mathematics skills. This program was implemented during the fall semester of the 1987-88 school year.

With guidance from the Executive Director of Middle and High School Programs, Des Moines Plan administration explored ways of collaborating with School-Within-A-School to provide services to at-risk students in the comprehensive high schools in 1990-91. Areas identified and implemented include shared administration, joint in-service, when feasible, and encouragement of building initiatives demonstrating teacher collaboration. Cost savings to the district from these measures and staff adjustments amounted to $150,000 which was used for additional programming for at-risk students.

The Reading Recovery Project began in 1990-91, when the teacher leader was trained at Ohio State University. During the 1991-92 school year, the project was implemented in the district with thirteen teachers being trained. Six elementary schools were served. During the 1992-93 school year, an additional twelve teachers were trained, serving six more schools.

Moulton Elementary applied for and was approved as a schoolwide project beginning the 1990-91 school year and continues through the present. Schoolwide status enables a building to serve all children with a flexible program. Chapter teachers can team with classroom teachers for reading/writing and mathematics instruction. In-service is planned by the school for all teachers teaching reading/writing and mathematics. Schoolwide collaboration, coordination, and planning to meet the needs of students is key to the success of this approach.

In 1991-92, the budget for the Des Moines Plan for Student Success was reduced by $200,000. The following reductions were made: five consultants were eliminated, five F.T.E. of teaching staff, and half of a secretary; computer hardware budget deleted; and the in-service budget reduced. The Des Moines Plan for Student Success was not able to provide consultant service to any new staff or veteran staff. The Young Writers Conference, Problem Solving Bowl, and Math Trek developed for the Des Moines Plan students were no longer held. The activities of the Des Moines General Advisory Committee were reduced. The assistance and support to the Des Moines Plan teachers were greatly reduced. Due to these reductions, the implementation of the appropriate instructional program became the responsibility of the individual building principal and staff.

In 1992-93, another budget reduction of $2,800,000, (this is based on actual cost needed to maintain the program), was made to the Des Moines Plan for Student Success. The following reductions were made: Teachers were reduced; 8.5 at the high school level, 15.3 at the middle school level, and 45.2 at the elementary level, 1 coordinator, and one secretary. All high school lab programs for grades 9 and 12 were eliminated. At the elementary level, the Kindergarten Enrichment program was eliminated. Eighteen Chapter 1 schools and five Chapter 2 schools then had reading/writing and math lab programs. Five middle schools had reading/writing and math labs for 6th grade students. The Des Moines Plan General Advisory Committee was consolidated into the General Advisory, Research and Evaluation Committee. The Des Moines Plan Summer School for elementary, middle and high school was eliminated.

In 1993-94, the Chapter 1 program provided service to 18 elementary schools and 4 non-public schools. The Coordinator of the program left to become an elementary principal. Her responsibilities were divided up and given to the Supervisor and Facilitator/Evaluator. An eight tenths evaluator was hired to evaluate the program within the Chapter department. The Chapter 2 funds provided Reading/Writing Lab programs at five voluntary transfer schools. During the 1993-94 school year, the Reading Recovery Program was fully implemented in the Chapter 1 schools. Evaluation of the programs was done within the Chapter 1 and 2 office.

Chapter Program Goals (1993-94)

1. Assist in implementing alternative organizational structures in elementary and middle schools and evaluate outcomes.
2. Review elementary and middle school reading/writing curriculum and select materials for 1994-95 school year.
3. Develop alternative assessments to be used as performance objectives for program evaluations.
4. Emphasize teaching strategies and development of higher order thinking skills with our students.
5. Focus Parent Involvement toward the goal of assisting parents in what they could do at home to assist their child(ren) with reading/writing and/or mathematics.
6. Realign responsibilities for program implementation due to reduction of staff and program.

Current Program Description

The Chapter Programs, grades 1-6, assist selected students demonstrating needs in reading/writing and or mathematics. The Chapter Programs consists of six components; schoolwide projects, the Reading Recovery program, reading/writing labs or instruction (grades 1-6), mathematics labs or instruction (grades 1-6), parent involvement, and staff in-service.

Schoolwide Project

The underlying goal of the schoolwide project is to improve the overall instructional program by addressing the educational needs of all students. The building's instructional program coordinates and integrates the educational programs provided by Chapter 1 funds, state early childhood grants, and the district's regular classroom program to meet the needs of all students.

Students follow the district's curriculum objectives, but with a smaller teacher/student ratio. Progress is monitored through group charts listing all curriculum objectives. Student checklists and portfolios are used during parent conferences to inform parents of student progress. A flexible schedule for grouping enables all students' needs to be met. The schedule and groupings change according to needs. Chapter 1 teachers are teamed with classroom teachers and develop their schedules together to meet the students' needs. Classroom and Chapter teachers meet weekly to plan and communicate daily with their team members.

Four elementary school buildings have schoolwide projects. Moulton completed their first 3 year cycle (1990-93) as a schoolwide building and completed their first year in the second project (1993-94). Longfellow and McKinley have completed their second year (1993-94) as schoolwide buildings. Lucas has completed their first year (1993-94) as a schoolwide building. Evaluation of a schoolwide project is completed after each 3 year cycle. Moulton's first 3 year evaluation is on file in the Chapter office and their second project will be completed in 1996. Longfellow and McKinley will complete evaluations in 1995. Lucas will complete an evaluation in 1996.

Reading Recovery Program

The Reading Recovery program is intensive one to one instruction in reading/writing to selected first grade students having difficulty in reading/writing. Students receive the instruction for 30 minutes each day in addition to the regular reading instruction. Students become independent readers by utilizing their strengths. Reading Recovery teachers are provided intensive staff development for one year and continued support and in-service training in following years. A comprehensive evaluation of this component is completed and is on file in the Chapter office.

Reading/Writing and Mathematics Lab or Instruction Program

Reading levels and scores obtained on the Silver Burdett and Ginn end of book tests and the mathematics objectives based tests are the major criteria for identification of students for the lab program. Checkpoint tests, given to students in grades 3 and 5, are among the additional criteria used in the selection of lab students. Lab instruction is provided to approximately the lowest 20 percent of students in grades 1 and 2, the lowest 15 percent of students in grade 3 and the lowest 10 percent in grade 4 and 5. There is a limited sixth grade program at five middle schools with student selection by the sending elementary school using district testing data and teacher recommendations.

Elementary Reading/Writing Lab or Instruction

Prior to planning individualized reading/writing programs for identified students, Chapter teachers administer diagnostic tests to help identify reading deficiencies. On the basis of diagnosed strengths and weaknesses, lab teachers develop an Individual Educational Plan (IEP) or maintain a group chart for participating students. Chapter teachers use a variety of methods and materials to supplement the reading/writing instruction offered by regular classroom teachers. Direct teaching strategies have been developed for use in the Chapter Program. Literature and process writing provide the focus for the reading/writing program. Computer-assisted instruction is used to supplement and reinforce the teachers' direct instruction and for word processing.

Middle School, 6th Grade, Reading/Writing Lab or Instruction

Prior to planning individualized programs for identified students, lab teachers may administer one or more of several diagnostic tests to diagnose individual reading deficiencies. Diagnosis is also made on the basis of individual writing samples. On the basis of diagnosed skill deficiencies, lab teachers use a variety of methods and materials to supplement the reading/writing instruction offered by regular classroom teachers. Instructional activities are planned to continue the development of concepts and skills and apply them in the context of real life situations. Lab teachers utilize goal setting strategies as a means of improving students self concepts, motivating students to complete assignments, and developing positive attitudes toward learning. Goal setting involves the process of making decisions together in an effort to complete tasks without creating anxiety. Computer assisted instruction is incorporated into the program and is used to supplement and reinforce the teachers' direct instruction. By doing this, students are provided opportunities to express their ideas through writing.

Elementary Mathematics Lab or Instruction

The skills and concepts to be emphasized are specified in the K-5 Mathematics Objectives of the Des Moines Public Schools. New mathematics concepts are introduced by providing students with concrete materials and asking questions which cause students to manipulate the materials. By using questioning techniques, teachers also assist students in building new learning on earlier concepts in the hierarchy of learning. Emphasis is placed on problem solving. Students are taught strategies that are effective for solving word problems as well as for using mathematics in real life situations. Lab teachers use goal setting strategies as a means of motivating students to complete assignments, develop positive attitudes toward learning, and change chronically disruptive in-school behavior. Computer assisted instruction is incorporated into the program and is used to supplement and reinforce the teachers' direct instruction.

Middle School, 6th Grade, Mathematics Lab or Instruction

The skills and concepts to be emphasized are specified in the K-8 Mathematics Objectives of the Des Moines Public Schools or in the Lab Record folder. New mathematics concepts are introduced by providing students with concrete materials and asking questions which cause students to manipulate the materials. Through questioning, teachers also assist students in building new learning on earlier concepts in the hierarchy of learning. Emphasis is placed on problem solving. Students are taught strategies that are effective for solving word problems as well as for using mathematics in real life situations. Lab teachers use goal setting strategies as a means of motivating students to complete assignments, develop positive attitudes toward learning, and change chronically disruptive in-school behavior. Computer assisted instruction is incorporated into the program and is used to supplement and reinforce the teachers' direct instruction.

Enrollment for Lab/Instruction Programs

Table 1 indicates the number of students enrolled in the Chapter Programs at the close of the 1993-94 school year. Many Chapter Program students are served in both reading/writing and mathematics programs.

Table 1
Duplicated Student Enrollment For Grades 1-5

Program	American Indian	Black	Asian	Hispanic	White	Other	Total
Reading/ Writing	10	437	35	103	900	19	1,504
Mathematics	10	456	21	83	876	18	1,464
Total	20	893	56	186	1776	37	2,968

The duplicated count reveals the total number of students served in the program and is used in determining staff assignments, material needs, etc. This count is computed by counting students in each program separately. The total duplicated count is 2,968 students. By gender 53.8 percent were male and 46.2 percent were female. This compares to a male/female ratio of 51 and 49 percent for the district.

In-service Training

Elementary In-Service

Opportunities for in-service in the areas of teaching strategies are provided to Chapter teachers and classroom teachers of Chapter students. Topics for the in-services are determined by a committee of Chapter teachers and program facilitator. During the 1993-94 school year 21 in-service sessions were held to increase teachers' knowledge of mathematics and reading/writing strategies. Intended audiences for these include reading/writing and mathematics lab teachers as well as classroom teachers and special education teachers when appropriate. Chapter teachers also provide follow-up sessions for building staff during the year. Further information concerning in-service activities may be found in the "Process Evaluation" section of this report.

Middle School, 6th Grade, In-Service

The Chapter Program followed closely the district's philosophy to deliver in-service which does not take teachers out of school when students are to be receiving instruction.

Conference participation was offered with the Chapter Program paying for one-day registration and the building being responsible for substitute remuneration.

Parent Involvement

The parent is the child's first and most important teacher. One of the major goals of the Chapter Program is to involve parents in the program. During the school year, all lab teachers will talk personally with parents through conferences and activities each semester.

The Closeup, a parent newsletter, is provided to students and parents to highlight student and program activities and increase communication.

A District Parent Advisory Council is required by law and consists of parent representatives from each school. The council plans activities for parents, teachers, and students; reviews program proposals; and makes suggestions about the needs of the children and how these needs can be met.

Annual Testing

Annual reading and math evaluation of the Chapter Program students in all Chapter 1 and 2 buildings is conducted using the Iowa Test of Basic Skills. These results are reported to the Chapter 1 Division of the State Department of Education. From 1980 to 1991 these tests were administered in the fall as a pretest and in the spring as a post test. During the 1990-91 school year, due to new federal guidelines, annual testing changed to the spring/spring cycle. Results in spring 1991 (post test), were compared to the results from the spring of 1990 (pretest). This cycle of testing resulted in having less than 50 percent of matched scores from year to year. In order to improve this percent of matched scores, testing was changed to a fall/fall cycle in 1993-94. Results of fall 1993, will be compared to the fall results of 1994. Fall testing allows for students who were in the program the previous year, but are no longer served because of their improved progress, to be pulled back in for the test. (This serves as the program evaluation for the year those students were in the program.)

Sustained Effects

The intent of the sustained effects study is to measure the long term effects of the program through the use of students' test scores at three consecutive data points. This study will not require additional testing, but can be done using test information already available from Silver Burdett & Ginn and Des Moines Mathematics Objective Based Tests.

Committees

The Chapter Programs General Advisory, Research, and Evaluation Committee

The General Advisory, Research, and Evaluation Committee reviews program evaluations and proposals and provides input for program improvement. It consists of twenty members including community leaders, teachers, parents, administrators, and Chapter Program staff. During 1993-94, the committee met on three occasions and was involved in the following activities:

- reviewing the program evaluation (CIPP) information
- reviewing the Even Start Proposal information
- reviewing the Federal legislative changes (ESEA) in Chapter 1
- reviewing and giving input to program proposals for 1994-95 school year
- reviewing the Mathography pilot conducted in five schools

The Software Selection Committees

The software selection Committees reviewed reading/writing and math lab software for grades 1-5. The selection was made in January and schools ordered from the recommended list to meet their needs. In-service was provided to Chapter teachers in January, 1994, prior to ordering materials.

INPUT EVALUATION

The Chapter 1 and 2 programs were funded in 1993-94 with Chapter 1 and 2, Instructional Support Levy, and general funds. The data in Charts 1 through 4 show the expenditures and staff for years 1991-92 through 1994-95.

Due to reductions in state funding, the Des Moines Plan for Student Success was reduced to the Chapter 1 and 2 programs. This was a 45 percent reduction.

The reduction included the following:

- No Kindergarten Enrichment Program
- No Summer school for elementary, middle, or high school.
- No Intensive English for 12th grade
- No Intensive Math for 12th grade
- No programs in non-chapter buildings
- No 7th and 8th grade program in middle schools
- No 6th grade program in five middle schools.

The Chapter programs of 1993-94 were maintained for 1994-95. In addition, Reading Recovery has sent one more teacher to Ohio State University for training and another teacher is being trained for Literacy Links. A collaborative preschool is being piloted at Wallace elementary as an early childhood demonstration site. A mobile classroom was purchased in 1993-94 for the non-public schools (Holy Trinity and Des Moines Christian). The anticipated arrival should be January 1995.

Materials and Equipment

During the 1993-94 school year, $5,600 was allocated from the district budget to purchase software. The software selection committee recommended 72 reading/writing and mathematics software programs. Lab teachers ordered appropriate software from the list which would meet student needs.

Community Resources

The Chapter 1 and 2 Parent Advisory Council in part provided funds for a teacher recognition May, 1994.

Table 2
Budget for the Chapter Lab Programs

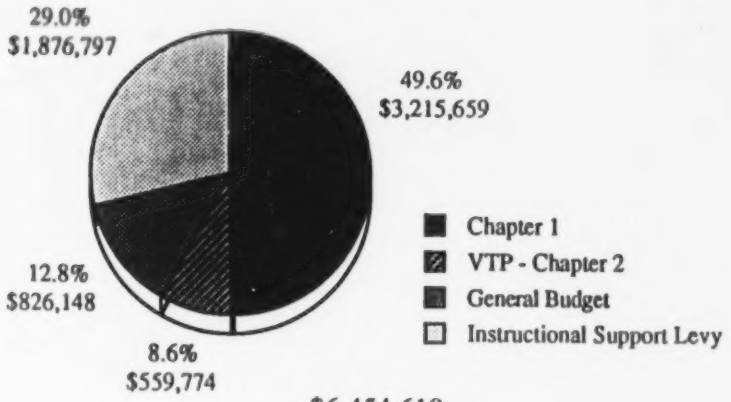
Category	Budget 1992-93	Budget 1993-94	Budget 1994-95
Teacher Salaries	$4,504,347	$2,816,070	$3,013,380
Associate Salaries	102,984	0	0
Fixed Charges	1,316,215	874,145	962,349
Indirect Charges	97,546	89,386	95,751
Administration	86,566	14,325	15,938
Support Services	117,925	73,042	66,110
Software/Materials/Supplies	85,401	60,804	50,467
In-service	31,146	38,136	17,816
Individual Schoolwide Projects	-	-	14,500
Reading Recovery Training	-	-	30,000
Literacy Links	-	-	15,000
Chapter 2	-	-	7,136
Parent Involvement	7,000	7,000	7,000
Pre-school	0	0	10,000
Summer School	85,000	0	0
Travel	4,000	4,000	4,000
Equipment	6,000	6,000	2,950
Evaluator/Facilitator	0	63,386	43,260
Testing	46,480	46,480	46,480
Networks	64,750	0	0
Program Costs*	88,078	79,829	76,513
Purchase of Services	25,000	23,000	23,000
Plant and Operation	8,000	8,000	8,000
Total	$6,662,438	4,189,603	$4,509,650

*Juvenile Home, Non-Public Instruction, Audit, Computer Time, Equipment Maintenance

Table 3
Chapter Staff
Full-time Equivalent (FTE) Positions

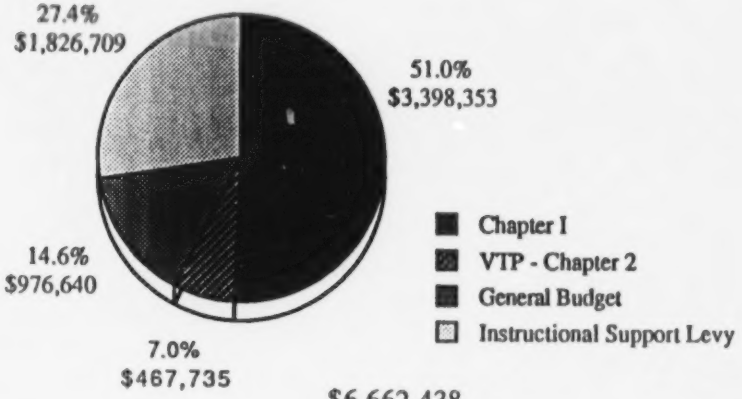
Position	1992-93 FTE Staff	1993-94 FTE Staff	1994-95 FTE Staff
Supervisor	1.0	1.0	1.0
Coordinators	1.5	0.0	0.0
Consultants	0.0	0.0	0.0
Teachers	145.2	80.1	82.6
Associates	11.0	0.0	0.0
Evaluators	1.0	0.9	0.9
Secretaries	3.5	2.5	2.0
Bookkeeper	0.5	0.5	1.0
Facilitator		0.6	0.6
	162.7	85.6	88.1

1991-92 Budget



$6,454,610

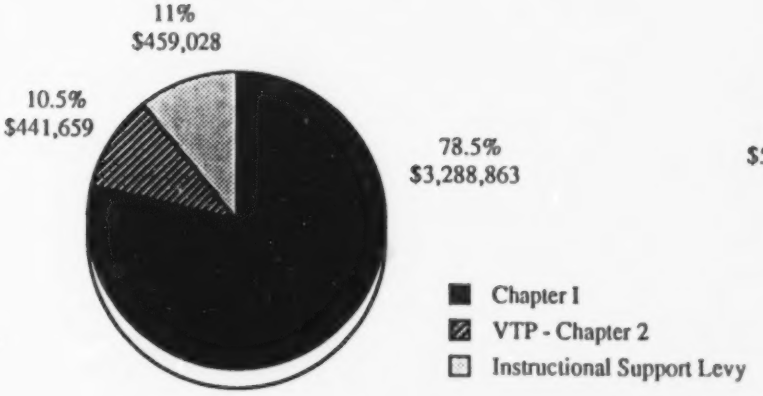
1992-93 Budget



$6,662,438

10

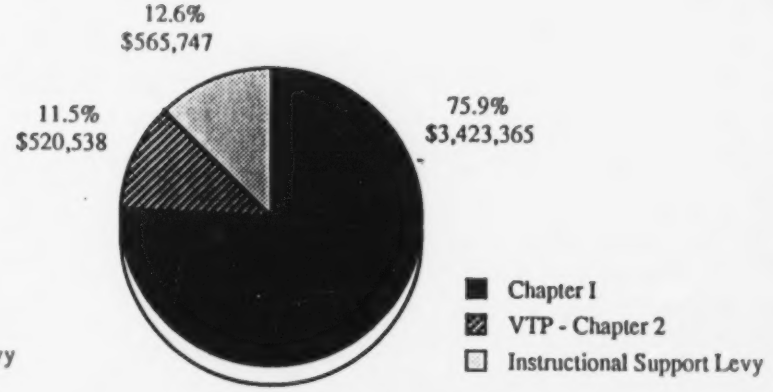
1993-94 Budget



$4,189,603

17

1994-95 Budget



$4,509,650

18

PROCESS EVALUATION

Process of Implementation

The Chapter Programs were planned and implemented through a site based shared decision making process. Test data, management data, and student demographics were collected for each building and presented to the principal and other staff as determined by the principal. Fifty eight teachers, principals, support staff, and parents participated in a proposal writing session in the spring to make recommendations for the planning of the 1994-95 District Chapter Programs. The district proposal was written to increase flexibility with various instructional models, grade level emphasis, materials, and staff F.T.E. to meet individual building needs.

Flow charts illustrate (See Appendix) the process of site based decision making in the implementation of the Chapter Programs (1993-94) and will be used to implement the Title 1 and Chapter 2 programs (1994-95).

Student, demographic, and test information is entered into the Mid Iowa Computer Center or sent to the Chapter 1 Office by the schools. It is then collected, disaggregated, and presented to the schools. Discussion follows and concerns are addressed. Decisions are made concerning implementation, support needed (staff training, materials), and future planning. The process is continuing and cyclical. The focus is on the needs of students in individual buildings.

Reading Recovery Program National Research Questions

The seven research questions, include the following:

1. What proportion of Reading Recovery Program children were discontinued*?
2. What was the progress of Discontinued Reading Recovery Program children?
3. What proportion of Discontinued and Reading Recovery Program children achieved end-of-year scores equal to or exceeding the average band* of the site?
4. What was the progress from entry through end-of-year testing for children discontinued from the program prior to April 1?
5. What was the progress of Not Discontinued Reading Recovery Program children?
6. What informal responses to the Reading Recovery Program were made by trained Reading Recovery teachers, teachers in training, administrators, other teachers in the building, parents of Reading Recovery students, and the students themselves?
7. What percentage of first graders were served of the total first grade population?

Schoolwide Project Objectives

Each building qualifying as a schoolwide site must write a proposal with specific goals and measurable objectives. This proposal is presented to the Chapter 1 Supervisor and sent to the State Chapter 1 Office for final approval.

Evaluation is based on the objectives as written in each specific schoolwide proposal. The evaluation model is the measurement of student achievement of 3 project years compared to the student achievement of three years prior to the implementation of the project.

*See Appendix B.

The Chapter 1 Division of the State Department of Education requires evaluation of all schoolwide projects. The Des Moines schoolwide projects are evaluated by the following objectives:

Reading Objectives

1. At the time of May testing, program students, grade 1, who have been enrolled in the program for at least 100 days will score 30 or more on the DICTATION TEST, 35 or more on the WRITING TEST and 12 or greater text level on the Diagnostic Survey.
2. At the end of the instructional year 50 percent of the lab students, grade 1, who have been enrolled in the program for at least 100 days will complete book level 3 of Silver Burdett & Ginn Series (SBG).
3. At the time of fall testing, lab students, grades 2-5, who have been enrolled in the program for at least 100 days will demonstrate proficiency on the reading comprehension subtest of the Iowa Test of Basic Skills (ITBS), such that there is a positive NCE gain for each schoolwide building.

Mathematics Objectives

1. At the time of May testing, 50 percent of lab students, grade 1, who have been enrolled in the program for at least 100 days will achieve a score of 55 percent or above on the Problem Solving subtest of the Des Moines Mathematics Objective Based Test (DMMOBT).
2. At the time of May testing, 50 percent of lab students, grade 1, who have been enrolled in the program for at least 100 days will achieve a score of 63 percent or above on the Des Moines Mathematics Objective Based Test (DMMOBT).
3. At the time of fall testing, lab students, grades 2-5, who have been enrolled in the program for at least 100 days will demonstrate proficiency on the Composite score and Problem Solving Math subtest of the Iowa Test of Basic Skills (ITBS), such that the average gain in Normal Curve Equivalencies (NCEs) will be at least 1.0 for each schoolwide building.

Reading/Writing and Mathematics Lab or Instruction Program Objectives

The Chapter Program proposals have a section on evaluation which includes numerous specific process and performance objectives. The process objectives generally relate to activities that are carried out by program staff such as scheduling classes, completing IEP's or group charts, etc. Performance objectives relate most often to learning outcomes obtained by students. The major performance objectives are included in the product section of this evaluation.

Reading

1. At the time of May testing, program students, grade 1, who have been enrolled in the program for at least 100 days will score 30 or more on the DICTATION TEST, 35 or more on the WRITING TEST and 12 or greater text level on the Diagnostic Survey.
2. At the end of the instructional year 50 percent of the lab students, grade 1, who have been enrolled in the program for at least 100 days will complete book level 3 of SBG.
3. At the time of fall testing, lab students, grades 2-5, who have been enrolled in the program for at least 100 days will demonstrate proficiency on the reading comprehension subtest of the Iowa Test of Basic Skills (ITBS), such that there is an average positive increase in their mean percentile rank at each building.

4. At the time of May testing, 70 percent of lab students, grades 1-6, who have been enrolled in the program for at least 100 days will demonstrate reading proficiency by passing 70 percent of the SBG objectives at their instructional level.
5. At the time of May testing, 70 percent of lab students, grades 1-6, who have been enrolled in the program for at least 100 days will demonstrate reading growth by showing an increase in SBG reading levels equal to or more than one years growth.
6 At the time of May testing, 50 percent of the lab students, grades 3-5, who have been enrolled in the program for at least 100 days will demonstrate an increase on either the academic or recreational subscore, or on the total score from pre-to-post test on the elementary Reading Attitude Survey.
7. Lab students, grades 3-5, who have been enrolled in the program for at least 100 days and who meet the attitude goal stated in Objective 6, will achieve a greater percent correct on the comprehension subtest of SBG end-of-level tests than students not meeting the goal of Objective 6.
8 Lab students, grades 2-5, with an attendance rate of 90 percent or above will achieve a greater percent correct on the comprehension subtest of SBG end-of-level tests than students with less than a 90 percent attendance rate.

Writing

9. At the time of May testing, lab students, grade 4, who were identified for lab instruction according to their composition checkpoint scores and have been enrolled in the program for at least 100 days will demonstrate an increase of 10 points on the average in their total composition scores at each building.

Math

1. At the time of May testing, 50 percent of lab students, grade 1, who have been enrolled in the program for at least 100 days will achieve a score of 55 percent or above on the Problem Solving subtest of the DMMOBT.
2. At the time of May testing, 50 percent of lab students, grade 1, who have been enrolled in the program for at least 100 days will achieve a score of 50 percent or above on the DMMOBT.
3. At the time of fall testing, lab students, grades 2-5, who have been enrolled in the program for at least 100 days will demonstrate proficiency on the Problem Solving Math subtest of the Iowa Test of Basic Skills (ITBS), such that there is an average positive gain in their mean percentile rank at each building.
4. At the time of May testing, lab students, grades 2-5, who have been enrolled in the program for at least 100 days will demonstrate an increase in the mean percentile rank from pre-to-post test on the mathematics composite score of the Des Moines Mathematics Objective Based Test at each building.
5. At the time of May testing, 50 percent of lab students, grades 3-5, who have been enrolled in the program for at least 100 days will demonstrate an increase on the total score of the pre-post test of the Elementary Math Attitude Survey.
6. Lab students, grades 2-5, with an attendance rate of 90 percent of above will achieve a greater mean percentile score on the DMMOBT than students with less than a 90 percent attendance rate.

Management Systems

In the instructional program, the following management systems are used in the Chapter Programs:

1. Silver Burdett Ginn Management System in reading;
2. Individual Educational Plans (IEP's) and/or group charts are prepared for all;
3. Writing portfolios;
4. Classroom group charts are used in the 6th grade to provide direction for instruction of curriculum objectives.

Instructional and Operational Changes

During 1993-94, Oak Park Elementary School was no longer eligible for Chapter 1 services. Rice and Monroe Elementary Schools were grandfathered in for one year. They must qualify in 1994-95 or be dropped as Chapter 1 schools.

The General Advisory and Research/Evaluation committees were combined into one committee. The new committee is the Chapter Programs General Advisory, Research, and Evaluation Committee.

A pilot evaluation of the use of a Mathography was completed and results compiled. The Mathography pilot for 3-5 grade consisted of five open ended prompts regarding mathematics and its relevancy to the student. Each student wrote a response to the prompts as it related to their knowledge and use of mathematics. Assessment of the students responses was completed using a five point rubric with each point expecting more detailed mathematical understanding, expression, and reasoning.

In April, a day long planning session was conducted to determine the needs and changes of the Chapter 1 Program for the 1994-95 school year.

In-Service

The following in-service programs were attended by the Chapter Program staff during the 1993-94 school year.

Elementary Math Lab In-service

Fall Conferences, August 26, 1993
Coordination with Smoother Sailing, September 2, 1993
Authentic Assessment, October 7, 1993
Software Preview, February 15, 1994
Operation Sense, November 11, 1993
Multiplication/Division Strategies, February 8, 1994
Logical Thinking with Attribute Blocks, February 28, 1994
District In-service Day, What the Heck is a Rubric?, March 7, 1994
District In-service Day, Inclass Instruction Model, March 7, 1994
University of Northern Iowa Math Conference, September 24, 1993
National Council of Teachers of Mathematics, Regional Conf., October 20-22, 1993
Iowa Council of Teachers of Mathematics State Conference, February 3-4,1994

Elementary Reading/Writing Lab In-service

Fall Conferences, August 26, 1993
Coordination with Smoother Sailing, September 2, 1993
Stages of Literacy, October 5, 1993
Iowa Writing Project Fall Conference, October 31-Nov. 1, 1993

Software Preview, January 6, 1994
Inclass Instruction Model, February 10, 1994
District In-service Day, Portfolios and Assessment, March 7, 1994
District In-service Day, Portfolios: Step by Step, March 7, 1994
District In-service Day, Inclass Instruction Model, March 7, 1994
District In-service Day, Success for all Students in Literature Based Programs, Mar. 7, 1994
Steck-Vaughn Reading Program, March 15, 1994
End of Year Reading Meeting, May 19, 1994
State of Iowa Reading Association Conference (IRA), April 7, 1994
Beginning Reading Conference, April 22, 1994

6th Grade Reading/Writing and Math Lab In-service

Fall Conferences, August 26, 1993
University of Northern Iowa Math Conference, September 24, 1993
National Council of Teachers of Mathematics, Regional Conf., October 20-22, 1993
Iowa Writing Project Fall Conference, October 31-Nov. 1, 1993
Iowa Council of Teachers of Mathematics State Conference, February 3-4, 1994
Software Selection for 6th Grade, January 27, 1994
District In-service Day, Portfolios and Assessment, March 7, 1994
District In-service Day, Portfolios: Step by Step, March 7, 1994
State of Iowa Reading Association Conference (IRA), April 7, 1994

Parent Involvement

Parent involvement is a major goal of the Chapter Programs. The following objective provides one way for parents to have input on program activities. A copy of the Parent Survey is included in the Appendix.

1. A parent survey will be conducted by the building representatives at spring conference time or another spring building function.

Influence of Technology

Technology has influenced the instructional program. Computers using appropriate software has enhanced the teaching of writing using a word processor. Students are instructed in the use of computers which simplifies the manual task of writing. In mathematics, students have the opportunity to practice specific skills and to work with programs that are oriented towards problem solving tasks. The computers give students practice and immediate feedback in correcting their mistakes.

During the 1993-94 school year the Elementary Software Selection Committee made recommendations for reading/writing and math software. Lab teachers made their selections from the recommended list, choosing software which would enhance their instructional programs.

The Chapter Programs have access to the pupil database of Mid-Iowa Computer Center and uses this for gathering evaluation information. By extracting data from Mid-Iowa to make a program database, we are able to analyze achievement in relationship to attendance, determine which instructional models are most effective in each individual school and analyze test information by grade level.

Sustained Effects Study

The sustained effects study has been initiated after consultation with the Chapter 1 Division of the State Department of Education. Test information is gathered at collection points over at least a three year period for all lab students, grades 2-5, beginning with the 1992-93 school year. These students are then randomly selected so there is a base of at least 10 percent (about 150) students from the Reading/Writing and Math Lab Programs. Each grade level is represented in the sample. No information is gathered on nonpublic students. Results of this study will be available beginning in the 1995-96 school year.

The study gathers information on the following three groups.

1. Students who are in the program for one year, make enough progress so they do not qualify for service the following year, and never return to the program.
2. Students who receive lab instruction continuously throughout elementary school.
3. Students who receive lab instruction for one year, do not qualify the next year, but return to the program the following year.

IMS Plus management system and the SBG end-of-level test scores are used to show continuous progress for Reading/Writing Lab students. Students' instructional reading levels and the percent correct on the end-of-level tests are collected.

The percentile scores from the Des Moines Mathematics Objectives Based Tests are used to show sustained progress for the Math Lab students. These tests are given each spring.

PRODUCT EVALUATION

Contribution to District's Mission Statement

The Chapter Program is a program built on the belief that in our diverse population all children can learn, but learn at different rates and by various styles. The goal of the program is to assist students who are experiencing difficulty in learning to become successful independent learners. In the Chapter Programs all students are expected to learn.

For the 1993-94 program, the goal of assisting in implementing alternative organizational structures in elementary and middle schools and evaluate their outcomes, supports the district's mission in providing flexibility of instruction to meet the needs of a diverse population of students. The instructional objectives discussed in the following section support the district's mission in assuring all students are expected to learn. Evaluation information is collected and analyzed on an individual school basis. This information is distributed and explained to each school's staff. The staff uses this information to help implement their building improvements plans. This supports the district's philosophy of site based, shared decision making.

Strengths of the Chapter Programs

1. Longitudinal information of the Reading Recovery program demonstrates that it is an effective prevention program.
2. The Reading Recovery model of staff development and how research is utilized to improve instruction is a model that could be extended to other areas and grade levels.
3. Staff development provided by the Chapter staff, content specific and instructional strategies, is the key to success of students.
4. Schoolwide projects allow more flexibility to meet the needs of the students, teachers, building, and parents.
5. Evaluation data is available for the program, buildings, and individual students to assist in developing successful building programs.

Deficiencies of the Chapter Programs

1. Limited resources have required the district to staff Chapter 1 buildings to serve only mandatory* students.
2. Limited resources have required the district to staff Chapter 2 buildings to serve most, but not all mandatory students.
3. Limited resources have prevented the district from implementing the Reading Recovery Program in the Chapter 2 buildings.
4. Rules and regulations of Chapter 1 and 2 determine many of the parameters of the program. Greater flexibility is needed.
5. Limited resources have prevented the district from providing summer school for Chapter program students.

*See Appendix B

Results of the 1993-94 Research Questions/Objectives/Goals

Reading Recovery

A comprehensive evaluation of the Reading Recovery program has been completed and is on file in the Chapter Programs office. The report indicates that 83 percent of the first grade students instructed were discontinued. A student is discontinued when they are reading independently at grade level and are self correcting*. Two hundred fifty-one students were served during the 1993-94 school year. Sixty lessons comprise the minimum amount of time that could be considered a program in Reading Recovery. Therefore, "program"* students are defined as those who receive at least 60 lessons or are discontinued from the program. By this definition, 174 "program" students were served and included in this evaluation.

Pre/post test scores on the Writing, Dictation, and text reading sections of the Diagnostic Survey were used to determine progress of students discontinued prior to April 1 as well as program children who received 60 or more lessons and were discontinued at year's end or students who received 60 lessons and were not discontinued.

Reading Recovery National Research Questions

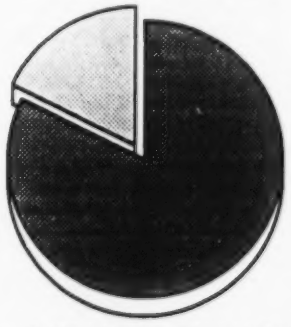
Question. 1. What proportion of Reading Recovery Program children were discontinued?

Of the 174 Reading Recovery Program students, 144 were discontinued. This number represents 83 percent of the program population. Table 4 and Graph 5 report the status of students served.

Table 4
Status of Children Served

Total Served	Program Students	Discontinued Students	% of Program Students Discontinued
266	174	144	83%

Graph 5
Status of Children Served



Percent of Students Discontinued From the Program

*See Appendix B.

Question. 2 What was the progress of Discontinued Reading Recovery Program children?

Table 5 summarizes the progress of the total discontinued group and the Reading Recovery Program children from September to May on all three measures of the Diagnostic Measure.

Table 5
Summary of Diagnostic Scores for Discontinued Reading Recovery Children and Reading Recovery Program Children

Measure	Month of Testing	Discontinued Reading Recovery Children Mean	Discontinued Reading Recovery Children N	Reading Recovery Program Children Mean	Reading Recovery Program Children N
Writing/ Vocabulary	Fall	2.72[a]	117	2.51[a]	149
	Spring	48.90[a]	137	46.70[a]	168
Dictation	Fall	1.85[b]	117	1.84[b]	149
	Spring	34.83[b]	137	34.36[b]	168
Text Reading Level (1-16)	Fall	0.60	117	0.60	149
	Spring	15.77	137	14.51	168

a. Score is number of words written by child.
b. Score is number of words written by child from teacher dictation.

Question. 3. What proportion of Discontinued and Reading Recovery Program children achieved end-of-year scores equal to or exceeding the average band* of the site?

As illustrated by Tables 6 and 7 both Discontinued and Reading Recovery Program children attained scores which were well within the average range band. On the Writing Vocabulary, 96 percent of discontinued students attained scores which met or exceeded the average band; total program students attained a level of 91 percent of the average band. In Text Reading, 99 percent of discontinued students attained scores which met or exceeded the average band. In Dictation, 100 percent of discontinued students attained scores which met or exceeded the average band. Total program students attained 100 percent on Dictation; 86 percent on Text Reading and 91 percent on Writing Vocabulary. It should be noted that discontinued students Text Reading Level represents achievement at a first reader level.

*See Appendix B.

Table 6
Percentage of Discontinued Reading Recovery Children Scoring Equal to or Exceeding the Average Band at End-Of-Year Testing

Measure	Average Band	No. of Discontinued R.R. Children Equal to or Exceeding Average Band	Percentage of Discontinued R.R. Children Equal to or Exceeding Average Band
Writing/ Vocabulary	33.57 - 48.98[a]	132	96%
Dictation	26.05 - 35.36[b]	137	100%
Text Reading Level (1-16)	10.04 - 19.10	136	99%

Number of discontinued R.R. children tested in May = **137**

a. Score is number of words written by child.
b. Score is number of words written by child from teacher dictation.

Table 7
Percentage of Reading Recovery Program Children Scoring Equal to or Exceeding the Average Band at End-Of-Year Testing

Measure	Average Band	No. of R.R. Children Equal to or Exceeding Average Band	Percentage of R.R. Program Children Equal to or Exceeding Average Band
Writing/ Vocabulary	33.57 - 48.98[a]	153	91%
Dictation	26.05 - 35.36[b]	168	100%
Text Reading Level	10.04 - 19.10	145	86%

Number of R.R. program children tested in May = **168**

a. Score is number of words written by child.
b. Score is number of words written by child from teacher dictation.

Past experience and follow-up studies have shown that discontinued readers scoring in this range at the end of first grade have developed a self-improving system and have the strategies to continue to make progress within or above the average in their classroom.

Longitudinal Information

Table 8
Status of Students Served by Reading Recovery

Program Year	Total Served	Program Students	Discontinued Students	% of Program Students Discontinued
1991-92	85	54	28	52%
1992-93	172	117	79	68%
1993-94	251	164	135	82%

Table 9
Longitudinal Results of 1991-92 Discontinued Reading Recovery Students who are Third Graders in 1993-94

Reading Grade Level	N	Percent of Total Discontinued children
Below 3rd Grade	4	19.1%
3	2	9.5%
4	2	9.5%
5	1	4.8%
6	12	57.1%
Total Students On or Above Grade Level	17	80.9%

Number of 1991-92 R.R. discontinued children in the district in 1993-94 = **21**

Graph 6
1991-92 Discontinued Reading Recovery Students who are Third Graders in 1993-94

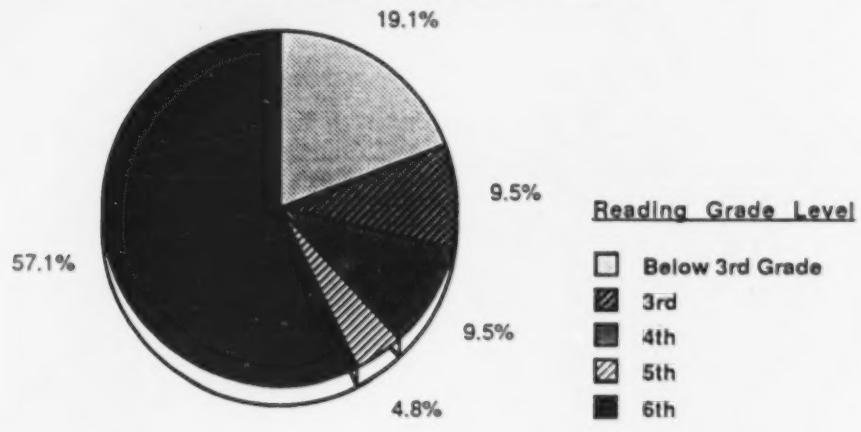
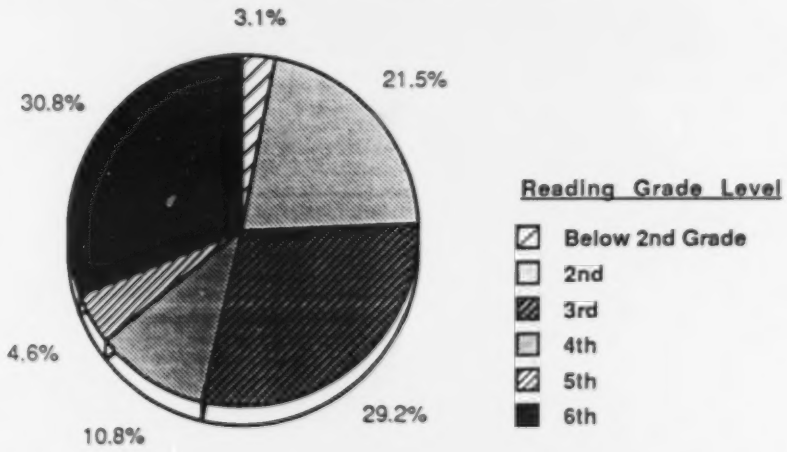


Table 10
Longitudinal Results of 1992-93 Discontinued Reading Recovery Students who are Second Graders in 1993-94

Reading Grade Level	N	Percent of Total Discontinued children
Below 2nd Grade	2	3.1%
2	14	21.5%
3	19	29.2%
4	7	10.8%
5	3	4.6%
6	20	30.8%
Total Students On or Above Grade Level	63	96.9%

Number of 1992-93 R.R. discontinued children in the district in 1993-94 = 65

Graph 7
1992-93 Discontinued Reading Recovery Students who are Second Graders in 1993-94



Question. 4. What informal responses to the Reading Recovery Program were made by trained Reading Recovery teachers, teachers in training, administrators, other teachers in the building, parents of Reading Recovery students, and the students themselves?

The following quotes were taken from the 166 informal responses submitted by those fully involved in the Reading Recovery Program.

"I would like to see us get together with the 1st and 2nd year Reading Recovery teachers even if only on a social basis once a month or so. It could be optional and informal. I think we always learn from one another."

"Keep a balance between Reading Recovery and my other teaching experience during the day. Try not to get overwhelmed -- seek suggestions from peers more often. Visit students in classroom setting."

"I think I need to reread the literature more often and listen to the tapes, especially the ones on word analyses."

Reading/Writing Lab/Instruction Program

Obj. 1. At the time of May testing, program students, grade 1, who have been enrolled in the program for at least 100 days will score an average score of 30 or more on the DICTATION TEST, 35 or more on the WRITING TEST and 12 or greater TEXT LEVEL on the Diagnostic Survey.

Table 11
First Grade Program Students Diagnostic Survey Results

Grade	N	Writing	Dictation	Text Level
1	332	39.1	30.7	11.2

The objective was partially met.

Obj. 2. At the end of the instructional year 50 percent of the lab students, grade 1, who have been enrolled in the program for at least 100 days will complete book level 3 of SBG.

Table 12
First Grade Lab Students End of Year Book Level Results

Grade	Total N	Number on Level 3 or Above	Percent of Total
1	134	88	65.7%

The objective was met.

Obj. 3. At the time of fall testing, lab students, grades 2-5, who have been enrolled in the program for at least 100 days will demonstrate proficiency on the reading comprehension subtest of the Iowa Test of Basic Skills (ITBS), such that there is an average positive increase in their mean percentile rank.

Table 13
Results of Chapter 1 ITBS Fall to Fall Annual Testing

Grade	Number of Students with Pre & Post Test Scores	Average Percentile Rank For Fall 1993	Average Percentile Rank For Fall 1994	Average Gain in Percentile Rank
3	235	17.2	21.1	3.9
4	201	15.7	18.9	3.2
5	181	18.5	20.1	1.6
Total 3-5	617	17.1	20.1	3.0

The objective was met.

Obj. 4. At the time of May testing, 70 percent of lab students, grades 2-5, who have been enrolled in the program for at least 100 days will demonstrate reading proficiency by passing 70 percent of the SBG objectives at their instructional level.

Table 14
SBG Proficiency Results for Chapter Program Students

Grade	Total Number of Students w/scores	Number scoring 70% or Greater	Percent of students with scores 70% or Greater
2	236	179	75.9%
3	254	210	82.7%
4	208	146	70.2%
5	170	96	56.5%
Total For Grades 2-5	868	631	72.7%

The objective was met.

Obj. 5. At the time of May testing, 70 percent of lab students, grades 2-5, who have been enrolled in the program for at least 100 days will demonstrate reading growth by showing and increase in SBG reading levels equal to or more than one years growth.

Table 15
SBG Level of Growth Results for Chapter Program Students

Grade	Total Number of Students w/scores	Number with one or more years growth	Percent with one or more years of growth
2	184	154	83.7%
3	204	133	65.2%
4	162	104	64.2%
5	139	80	57.6%
Total For Grades 2-5	689	471	68.4%

The objective was not met.

Obj. 6. At the time of May testing, 50 percent of the lab students, grades 3-5, who have been enrolled in the program for at least 100 days will demonstrate an increase on either the academic or recreational subscore; or on the total score from pre-to-post test on the elementary Reading Attitude Survey.

Attitude Surveys (fall pre/spring post) were completed with Chapter Program students in grades 3-5. The total number of matched pre and post surveys was 510. Of the 510 students, 351 or 68.8 percent made positive gains on the total score or on the subtests. Positive gains were made by 58.6 percent or 299 or the 510 students.

Table 16
Results of Elementary Reading Attitude Survey 1993-94

Grades	N	Responses with positive gains on either the Recreational or Academic Subtests or on the Total Score	Percent of Responses with positive gains on either the Recreational or Academic Subtests or on the Total Score
3-5	510	351	68.8%

Also, it was noted that of the 25 Chapter buildings with grades 3-5, fifteen or 60 percent, had more students with increased scores than decreased scores on the attitude survey. Four Chapter buildings, 16 percent, had more students with decreased scores than increased scores. Two Chapter buildings, 8 percent, had equal numbers of increased and decreased scores and 1 building, 4 percent, did not provide data and 3 schoolwide buildings, 12 percent, used alternative assessments.

The objective was met.

Obj. 7. Lab students, grades 3-5, who have been enrolled in the program for at least 100 days and who meet the attitude goal stated in Objective 6, will achieve a greater percent correct on the comprehension subtest of SBG end-of-level tests than students not meeting the goal of Objective 6.

Of the 351 students who made positive gains on either the Recreational or Academic Subtests or on the Total Score, the average percent correct on the Silver Burdett & Ginn Comprehension Subtest was 70.90 percent. For the 159 students who did not meet objective 6, their average percent correct on the comprehension subtest was 68.88 percent.

The objective was met.

Obj. 8. Lab students, grades 2-5, with an attendance rate of 90 percent or above will achieve a greater percent correct on the comprehension subtest of SBG end-of-level tests than students with less than a 90 percent attendance rate.

Table 17
Results of SBG Comprehension Subtest By Attendance

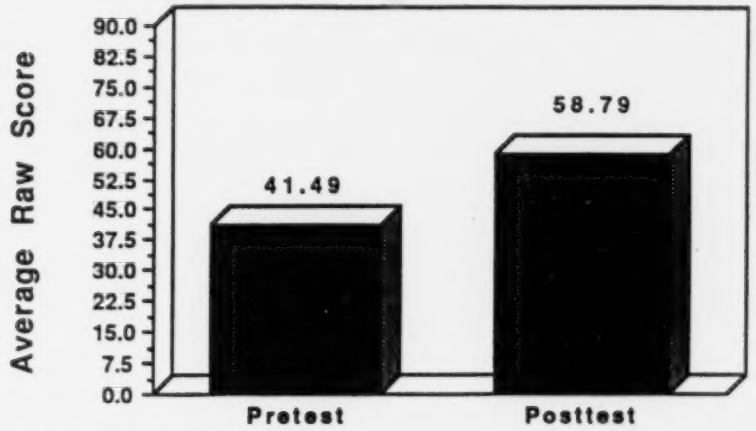
Grade	Total Served	Comprehension Average Percent Correct for students < 90% Attendance	Number of Students with < 90% Attendance	Comprehension Average Percent Correct for students >90% Attendance	Number of Students with >90% Attendance
2	236	72.9%	33	78.5%	203
3	254	78.3%	44	79.0%	210
4	208	72.6%	24	75.7%	184
5	170	66.0%	27	70.4%	143
Total	868	73.3%	128	76.4%	740

The objective was met.

Obj. 9. At the time of May testing, lab students, grade 4, who were identified for lab instruction according to their composition checkpoint scores and have been enrolled in the program for at least 100 days will demonstrate an increase of 10 points on the average in their total composition scores.

For the 110 students selected by their third grade checkpoint composition test for Chapter service in fourth grade, an average of 17.3 points was gained on the fourth grade composition test.

Graph 8
Checkpoint Composition Test Results



The objective was met.

Mathematics Lab/Instruction Program

Obj. 1. At the time of May testing, 50 percent of lab students, grade 1, who have been enrolled in the program for at least 100 days will achieve a score of 55 percent or above on the Problem Solving subtest of the DMMOBT.

Table 18 indicates the results of May testing. Two hundred forty 1st grade students were given the Problem Solving subtest of the DMMOBT. One hundred sixty students scored 55 percent or above. This represents 67 percent of those tested.

Table 18
Results of 1st Grade Problem Solving Test (DMMOBT)

Grade	N	Number with Scores 55% or Above	Percent with Scores 55% or above
1	240	160	67%

The objective was met.

Obj. 2. At the time of May testing, 50 percent of lab students, grade 1, who have been enrolled in the program for at least 100 days will achieve a score of 50 percent or above on the DMMOBT.

Table 19 indicates the results of May testing. Two hundred forty 1st grade students were given the DMMOBT. One hundred ninety-seven students scored 50 percent or above. This represents 82 percent of those tested.

Table 19
Results of 1st Grade Mathematics Objective Based Test

Grade	N	Number with Scores 50% or Above	Percent with Scores 50% or above
1	240	197	82%

The objective was met.

Obj. 3. At the time of fall testing, lab students, grades 2-5, who have been enrolled in the program for at least 100 days will demonstrate proficiency on the Problem Solving Math subtest of the Iowa Test of Basic Skills (ITBS), such that there is an average positive gain in their mean percentile rank at each building.

Table 20
Results of Chapter 1 ITBS Fall to Fall Annual Testing

Grade	Number of Students with Pre & Post Test Scores	Average Percentile Rank For Fall 1993	Average Percentile Rank For Fall 1994	Average Gain in Percentile Rank
3	197	21.9	27.4	5.5
4	195	23.2	32.2	9.0
5	246	25.5	33.2	7.7
Total 3-5	638	23.7	31.1	7.4

The objective was met.

Obj. 4. At the time of May testing, lab students, grades 2-5, who have been enrolled in the program for at least 100 days will demonstrate an average increase in the mean percentile rank from pre-to-post test on the mathematics composite score of the DMMOBT at each building.

Table 21
Results of Des Moines Mathematics Objective Based Test

Grade	Total N	Average percentile rank gains
3	258	10.41
4	293	-3.03
5	234	4.54
3 - 5	785	3.64

The objective was met.

Obj. 5. At the time of May testing, 50 percent of lab students, grades 3-5, who have been enrolled in the program for at least 100 days will demonstrate an increase on the total score of the pre-post test of the Elementary Math Attitude Survey.

Table 22
Results of Elementary Math Attitude Survey

Grade	Total N	Number of Students with positive gains	Percent with Students with positive gains
3	194	103	53.1%
4	249	120	48.2%
5	220	113	51.4%
Total	663	336	50.7%

The objective was met.

Obj. 6. Lab students, grades 2-5, with an attendance rate of 90 percent or above will achieve a greater mean percentile score on the Des Moines Mathematics Objective Based Test than students with less than a 90 percent attendance rate.

Table 23
Results of Math Objective Based By Grade And Attendance Levels

Grade	Total Served	Average Percentile for students with < 90% Attendance	Number of Students with < 90% Attendance	Average Percentile for students with >90% Attendance	Number of Students with >90% Attendance
2	259	16.79	42	22.88	217
3	274	20.97	37	27.57	237
4	311	24.62	37	27.96	274
5	253	20.98	48	26.20	205
Total	1097	20.73	164	26.29	933

The objective was met.

In-service

The Chapter programs provided 21 different reading/writing and mathematics in-service opportunities to program teachers, regular classroom teachers, and special education teachers. Three hundred eighteen teachers participated in 21 different presentations for an average of 15 teachers per session. Participants evaluated each session on a 5 point scale, 1 as not helpful to 5 as very helpful. Components of the in-service receiving the highest ratings were, hand-out materials, 4.63 and content, 4.48. The average rating for all of the reading/writing and

mathematics in-services was 4.50 showing an overall positive response to the Chapter 1 in-service program.

Parent Involvement

The Chapter programs mailed 115 questionnaires to Parent Representatives of each elementary building in the program. A total of 38 questionnaires were returned, 33 percent of the mailing. Five of those 38 indicated their son/daughter were not enrolled the Chapter program. Respondents were asked questions regarding student placement, student progress, and if the lab classes were helpful for their child. On a scale 1-5, Strongly disagree to Strongly agree, the average was a very positive 4.30.

An additional question regarding parent and lab teacher contacts indicated an average of 3.3 contacts for the 33 responses. Hand written responses were received on 22 of the questionnaires, the vast majority which were very complimentary to the Program and/or individual teachers. Representative samples of responses on the survey follow.

> "The lab has really helped my son, I hope the program will never end."
>
> "I've enjoyed our involvement in the program and look forward to continued positive growth in my child as well as for other people involved, i.e. teachers, parents, etc."
>
> "You have the best reading/writing and math labs. The teachers are wonderful. Thank you for everything."
>
> "I think the lab program has given my daughter needed additional self confidence and feelings of success. The individual attention has been very helpful. I hope the program continues at Woodlawn."

Parent contacts

At the end of the first and second semesters, lab teachers will have personal conferences with the parents/guardians of at least 80 percent of the total number of lab students, grades 1-5, who have been enrolled in the program for at least 20 days. These conferences may be conducted at school (e.g., parent/teacher conferences or parent activities), at the home of the parents/guardians, or at a place selected by the parents/guardians.

For the program reading students who were served during the first semester, 46.7 percent of the parents were contacted; 56.3 percent for second semester. For the program math students who were served during the first semester, 46.3 percent of the parents were contacted; 48.3 percent for the second semester. These calculations include all Chapter 1 and 2 schools other than the four early childhood grant schools who track their parent contacts differently.

The objective was not met.

It should be noted that this was the first year this objective was not met. We do not feel that the percentages obtained from data extracted from the Mid-Iowa Database are accurate, since many buildings did not accurately or completely enter the data.

Awards and Citations

Jane Wilkins, a Chapter teacher and coordinator of the Chapter 1 Parent Advisory Committee, has been selected for a national IRA committee called Teachers Choice Project. Jane will organize the field testing of 250 newly published books of high literacy quality.

Sharon Castelda and Judy Watts presented at the Fall Regional Reading Recovery and Literacy Conference.

Summary of Observations

The Des Moines Chapter Program was visited by the Chapter 1 Division of the State Education Department to determine accountability and legality of the program. After a full review, the Des Moines Chapter program was sent a very complimentary letter of commendation by the State Chapter 1 Administrative Consultant.

Outcomes from 1993-94 Chapter Program Goals

1. Alternative instructional organizations were available to all elementary and middle schools. The type of organization(s) a school implemented was entered in their school data base. Evaluation results of each school were collected by grade and type of alternative organization implemented. Overall district results indicate the In Class and Pull Out models were the two most implemented instructional organizations, with both showing good academic growth by students. In Class academic gains were slightly higher. The Schoolwide organizational model showed the largest student academic increases.

Table 24
SBG Test Results by Delivery Code And Amount of Growth

Delivery Code	Total N	< One Years Growth	%	One Year's Growth	%	> One Years Growth	%	Total % of One Year or > growth
Pull Out	389	141	36.3%	154	39.6%	94	24.2%	63.8%
In Class	143	38	26.6%	54	37.8%	51	35.7%	73.5%
Schoolwide	133	31	23.3%	48	36.1%	54	40.6%	76.7%
Reading in the Content Area*	10	5	50.0%	5	50.0%	0	0.0%	50.0%
In Class /Pull Out*	8	0	0.0%	4	50.0%	4	50.0%	100.0%
Before/After School*	6	3	50%	1	16.7%	2	33.3%	50%
Total	689	218	31.6%	266	38.6%	205	29.8%	68.4%

Table 25
Math Objective Based Percentiles By Delivery Code

Delivery Code	Number of Students	Average Percentile for 1993	Average Percentile for 1994	Average Percentile Gain
Pull Out	419	14.5	19.6	5.1
In Class	179	16.6	23.6	7.0
Schoolwide	167	16.3	24.6	8.3
Before/After School*	13	17.0	32.6	15.6
In Class Pull Out*	6	19.1	10.6	-8.5
Total	784	15.4	21.7	6.3

*Limited N makes data results statistically insignificant.

2. The Chapter Committees reviewed and selected computer software for reading/writing and math labs in elementary and middle school buildings.

3. A pilot attitude assessment, entitled Mathography, was completed by 3-5 graders in 5 elementary buildings during the 1993-94 school year. Results provided more information about the students than the regular attitude surveys the program uses. The teachers participating in the pilot project felt the Mathography data could be used to help focus instruction on student needs.

4 Twenty-one in-services were provided all lab teachers. The in-services emphasized Reading Recovery teaching strategies and the NCTM standards in developing higher order thinking skills.

5. The District Parent Advisory Council focused on assisting parents in active involvement in the learning of their child(ren). Ideas were shared with the schools to assist them in implementing their school-based activities.

6. The Chapter 1 and 2 program staff was reorganized due to the position loss of the Program Coordinator. Coordinator duties were distributed to the Supervisor and Program Facilitator. The responsibility of program evaluation was assigned to a position in the Chapter office.

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FUTURE PLANNING

As our urban community continues to be confronted with increases in the use of drugs and alcohol, occurrence of violence, rate of teen pregnancy, children living in poverty, single parent families, students speaking English as their second language and in the number of working parents, the community is also confronted with a need for well educated and actively involved citizens. The diverse needs of this community require the educational system to be responsive. The Chapter Programs were initiated as a response to the community's need to provide all students needing assistance in basic skills, the opportunity to be successful in reading/writing and mathematics.

The Chapter Programs have continually reviewed and refined the program to better meet the needs of students. Changes that are being implemented in the current 1994-95 school year and specific plans to be implemented in the years to come are described below:

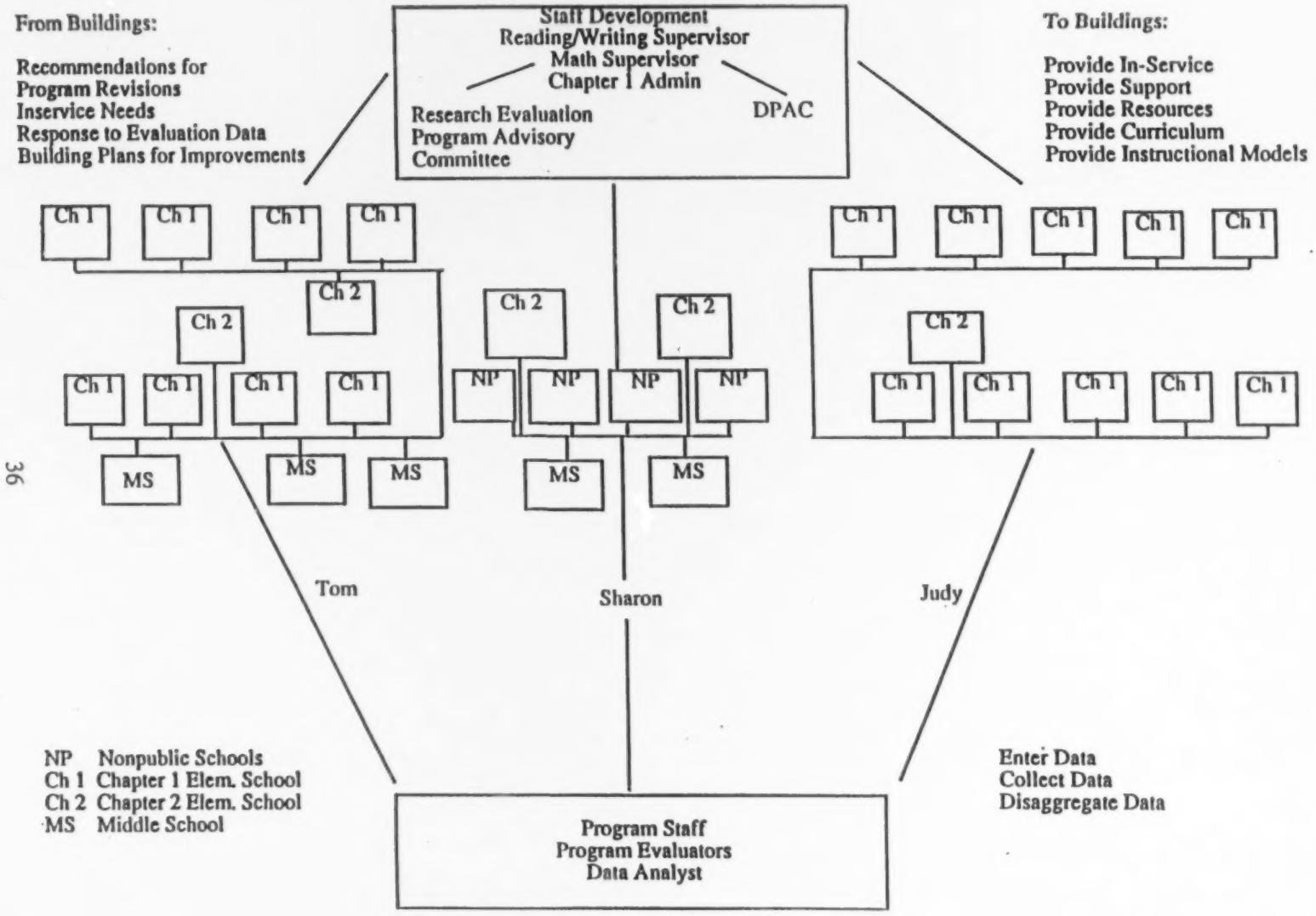
Current Status	Cost/Funding Source
1. The Chapter Programs through the selection procedures are assuring priority of early intervention rather than remedial assistance in grades 4-5. Both reading/writing and math are considered essential, but the proposal recommended that reading/writing be the first priority.	Shifts in funding allocations
2. A teacher trainer for Literacy Links is receiving instruction during the 1994-95 school year at Ohio State. The trainer will complete the implementation at Moulton during the 1995-96 school year.	Staff Development, $30,000 from Title I Funds
3. The Title 1 program is piloting the Late Intervention Program in 3rd grade and Accelerated Reading at 6th grade	Staff Development, $5,000 from Title I Funds
4. The Title I and Chapter 2 programs are providing support (materials and staff development) to the lab In Class Kindergarten program on the strategies of Reading Recovery.	Title I and Chapter 2 funds
5. The Title 1/Chapter 2 Programs are providing alternative ways of staff development to meet the needs of the program, buildings, and teachers.	Staff Development, $30,000 from Title 1 and Chapter 2 funds
6. The Title 1/Chapter 2 programs are reviewing, developing, and piloting alternative assessments.	Teacher participation, $500, from Title 1 funds
7. The Title I program is implementing a collaborative early childhood demonstration site.	Student Tuition of $10,000 from Title 1 funds.
8. Continue to assist schools in implementing alternative instructional models and schoolwide projects for qualifying schools.	In-service, $4,000

Recommendations	Cost/Suggested Revenues
1. Administration become knowledgeable of the new ESEA legislation and implement the regulations	Professional Meetings, $1,000 from Title 1 funds
2. Support the collaborative Preschool and Early Childhood Demonstration site at Wallace Elementary	$10,000 school tuition; $2,000 in-service and materials from Title 1 funds.
3. Recommend extending the Reading Recovery Program to Chapter 2 Schools	3 F.T.E. = $118,350 from additional funding such as Drop Out Prevention
4. Assist schools in implementing alternative instructional models and schoolwide projects for qualifying schools: 60 percent or more low income for the 1995-96 school year.	In-Service, $4,000 from Title 1 funds.
5. Plan, prepare, and submit an Even Start application for funding a program in 1995-96	Facilities at Casady Alternative, $150,000 from the Federal Grant
6. Continue the longitudinal study of the Reading Recovery Program	Data Analysts, $2,000 from Title 1 funds
7. Review and revise implementation of the student database for the Chapter Programs so class lists can be provided at the building levels.	In-service training of designated building personnel done during contract day.

Appendix

A. Process of Site Based Decision Making
B. Definition of Terms
C. Alternative Delivery Systems
D. Parent Survey

Process of Support to Schools for the Implementation of Chapter 1 & 2 Reading/Writing and Math Lab Programs 1993-94



Appendix B

Definition of Terms

Average Band - The average scores of a random sample of first grade students on the Reading Diagnostic Survey.

Chapter 1 - Federal funds available by application to supplement instruction.

Chapter 2 - Federal funds used to implement the reading/writing and math lab programs in the schools that receive voluntary transfer students and have needs in reading/writing.

DMMOBT - Des Moines Math Objective Based Test. An objective based test developed by the district to moniter the progress of students on the district math objectives.

The Des Moines Plan For Student Success - A comprehensive supplemental instructional program K-12 to assist students in reading/writing and math who are experiencing difficulty.

Duplicated Count - The count of Chapter students computed by counting students in each program separately. This count is used in determining staff assignments.

Literacy Links - an instructional approach to early reading/writing instruction utilizing small groups and strategies used by good writers and good readers.

Mandatory Students - Students with the greatest needs in reading/writing and/or math. These students will be served with supplementary instruction in all Chapter 1 schools. The criteria is determined by each grade level.

Mathography - Students respond to questions that provides information about the students attitude toward math and its relevancy to them. The answers are scored by a rubric.

Reading/Writing & Math Labs - Supplemental small group instruction in reading/writing and/or math to studies indicated a need for assistance.

Reading Recovery Project - An intensive one to one instruction in reading/writing to selected first grade students experiencing difficulty in reading/writing (the lower 20 percent).

Reading Recovery Trainer - A teacher trainer that has been trained in Reading Recovery at Ohio State to train Reading Recovery teachers.

Reading Recovery Trained Teacher - A Reading Recovery teacher trained in Reading Recovery strategies by a certified Reading Recovery teacher trainer.

Reading Recovery Discontinued Students - The Reading Recovery students that after reached the average of their class and are independent readers and writers utilizing self correction.

Reading Recovery Program Students - All students who were in Reading Recovery for at least 60 lessons.

SBG - Silver Burdett Ginn reading series

Schoolwide Project - A special authorization for schools which have 75 percent or higher low income to allow the use of Chapter funds to improve reading/writing & math instruction by addressing the educational needs of all students.

Self Correcting - A strategy used by good learners when something doesn't sound right or make sense.

Appendix C

ALTERNATIVE INSTRUCTIONAL ORGANIZATION DELIVERY SYSTEMS

Extended Day Instruction - Lab students meet with the lab teacher for 20-30 minutes during the before or after school daycare hours, but outside of the contract hours of the teacher.

Before and After School Instruction - Lab students meet with the lab teacher for 20-30 minutes before the school day begins or after it ends, but within the contract hours of the teacher.

Single Teacher Instruction - A teacher provides both the classroom instruction and the supplemental instruction to the identified lab students. The teacher could be the lab teacher, the classroom teacher, or special education resource teacher. The schedule must be able to demonstrate the lab students are receiving supplemental instruction. This is possible if a building can change the F.T.E. of the teachers involved or provide additional instructional time for classroom teachers rather than duties.

Examples:

A. 1.0 lab teacher change to .8 lab .2 classroom
   1.0 classroom teacher change to .8 classroom .2 lab

B. 1.0 classroom teacher assigned 20-30 minutes to instruct their identified lab students instead of being assigned duties.

Collaboration with Special Education - Lab teachers can serve special education students if special education teachers serve an equal number of lab students. This is done to facilitate better scheduling.

Schoolwide - Due to the high concentration of need in the building (over 76 percent reduced and free lunches) all students are eligible for additional instructional services.

In Class Teaching - A characteristic of an In Class program as described in the Chapter 1 Policy Manual requires that the classroom teacher remains responsible for, and continues to perform those duties the teacher would be required to perform in the absence of Chapter 1. This includes planning the regular instructional program of participating students, providing them with instructional services, and evaluating their progress.

Lab teachers and building principals have been given the following guidelines to follow in implementing In Class instruction by lab teachers:

1. Classroom teachers provide all children an equal amount of direct instruction on a particular skill.

2. When the class is grouped for additional activities such as reteaching, cooperative learning groups or at learning centers, it would be appropriate for the Chapter teacher to work with his/her students during this time.

3. The lab teacher will include non-eligible students during this small group direct instruction on an incidental and occasional basis, determined by individual needs.

4. The lab teacher may provide direct instruction for the purpose of modeling a specific teaching strategy that is appropriate to the learning styles of the identified lab students. This teaching time is determined by the academic needs diagnosed by the lab teacher. The purpose of this instruction is to model an instructional strategy for the classroom teacher that will benefit the Chapter students if this technique is used by the regular classroom teacher. The demonstration lesson must focus on the Chapter students.

5. Joint planning between the lab and the classroom teacher is key in the success of the program.

6. The lab teacher focuses her/his attention on identified students while in the room.

In Class Pull Out Instruction - The lab teacher comes into the class after direct instruction is given by the classroom teacher and works with small groups of eligible students. The children they work with can vary daily according to needs as long as they are eligible students. If the special education resource teacher is also coming in at the same time they can collaborate with our teachers and our students as long as all students are being served.

Reading in the Content Area - The lab teacher instructs 5th grade reading lab students during the social studies time allotment and uses the Reading in the Content Area Curriculum developed by the Des Moines Plan teachers. These students take a modified Social Studies Objective-based Test.

Pull Out - Students are pulled from class for small group instruction during seat work time or another time other than their reading and/or math instruction.

Lab Teachers Teaming - Any two lab teachers team teach identified students at the same time utilizing flexible grouping to meet student needs.

Appendix D

Parent Survey
The Des Moines Plan For Student Success

1993-94

The following questions concern the reading/writing and math lab classes of the Des Moines Plan for Student Success program in your child's school.

Please circle your response to the following statements.

1. **I have been kept informed of my child's progress in the lab this year**

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

Comments:

2. **I understand why my child received lab instruction.**

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

Comments:

3. **I think the lab classes have helped my child in his/her other classes this year.**

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

Comments:

4. **The following contacts concerning my child were made with the lab teacher this year (PLEASE CHECK ALL THAT APPLY).**

_____School conference with the lab teacher
_____Parent phone call to the lab teacher
_____Parent note to the lab teacher
_____Phone call from the lab teacher
_____Note from the lab teacher
_____Scheduled school activities
(Open house, parent activity, informational meeting, etc.)

5. **Your comments are important to us. Please share concerns you have about the lab program or any successes you have seen.**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

6. ELEMENTARY SCHOOLS ONLY

I am aware there is a Parent Advisory Council for the lab programs so parents can be involved and share information.

Yes_____ No_____

Comments: